

Common Core Standards

E.L.A. & Literacy Flip Chart

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Focus By Strand

College & Career Readiness Anchor Standards

Kansas Addl. 15%

ELA & Literacy Standards

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Haven-USD 312

Focus by Strand

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

K-12 College & Career Readiness Anchor Standards

Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.CCR.1
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.CCR.2
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
Craft & Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.CCR.4
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	R.CCR.5
	6. Assess how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.CCR.8
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	R.CCR.9
Range of Reading & Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.	R.CCR.10

Strand: Writing

Text Types & Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.CCR.1
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
	3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structures event sequences.	W.CCR.3
Production & Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.CCR.5
	6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	W.CCR.6

Research to Build & Present Knowledge	7. Conduct sort as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.CCR.7
	8. Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.CCR.8
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.CCR.10
Strand: Speaking & Listening		
Comprehension & Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.CCR.1
	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.CCR.3
Presentation of Knowledge & Ideas	4. Present information, findings, and supporting evidence such that listeners such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.CCR.5
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL.CCR.6
Strand: Language		
Conventions of Standard English	1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.	L.CCR.1
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.CCR.2
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.CCR.3
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.CCR.4
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

Kansas Additional 15%

Literacy Learning	1. Engage in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. Use meta-cognitive strategies to monitor literacy learning progress.	KS.LL.2
	3. Engage in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. Engage in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. Encounter a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. Read -both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. Create -both independently and collaboratively technical, non-print, digital, and multi modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. Strengthen writing craft-both independently and collaboratively- through recursive wiring and revision process and the use of common vocabulary of the 6 Trait model.	KS.W.12

Second Grade ELA-Literacy Standards

Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	RL.2.1
		2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2
		3. Describe how characters in a story respond to major events and challenges.	RL.2.3
	Craft & Structure	4. Describe how words and phrases (e.g. regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
		5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	RL.2.5
		6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6
	Integration of Knowledge & Ideas	7. Use information gained from illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot...	RL.2.7
		8. Not applicable to literature.	RL.2.8
		9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9
	Range of Reading & Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10
Informational Text	Key Ideas & Details	1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1
		2. Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2
		3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3
	Craft & Structure	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topics and subject area.	RI.2.4
		5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.5
		6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6
	Integration of Knowledge & Ideas	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.	RI.2.7
		8. Describe how reasons support specific points the author makes in a text.	RI.2.8
		9. Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9

	Range of Reading & Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10
Foundational Skills	Phonics & Word Recognition	1. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondence for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade level appropriate irregularly spelled words. 	RF.2.1a-f
	Fluency	2. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	RF.2.2a-c
Strand: Writing			
	Text Types & Purposes	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section).	W.2.1
		2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
		3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3
	Production & Distribution of Writing	4. (Begins in grade 3).	W.2.4
		5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W. 2.5
		6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6
	Research to Build & Present Knowledge	7. Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report, record science observations).	W.2.7
		8. Recall information from experiences or gather information from provided sources to answer a question.	W.2.8
		9. (Begins in grade 4).	W.2.9
	Range of Writing	10. (Begins in grade 3).	W.2.10

Strand: Speaking & Listening

Comprehension & Collaboration	1. Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	SL.2.1a-c
	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2
	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.2.3
Presentation of Knowledge & Ideas	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5
	6. Produce complete sentences when appropriate to take and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations).	SL.2.6

Strand: Language

Conventions of Standard English	1. Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., groups). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched a movie; The little boy watched the movie; The action movie was watched by the little boy). 	L.2.1a-f
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe for form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage- 	L.1.2a-e

		<p>badge; boy-boil).</p> <p>e. Consult reference materials, including beginning dictionaries as needed to check and correct spellings.</p>	
	Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	L.2.3a
	Vocabulary Acquisition & Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root as a clue to the meaning of an unknown word with the same root (e.g., addition/additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	L.2.4a- e
		<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	L.2.5 a-b
		<p>6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	L.2.6